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ABSTRACT

Ways in which the National Reading Center can help business, industry, and occupational training agencies expand and develop reading programs for disadvantaged adults are explored in this publication. An annotated bibliography provides basic information sources such as periodicals, instructional materials, and other information services. Company profiles of Polaroid, General Electric, and Chrysler discuss educational offerings by these companies. The educational philosophy of each company is stated, and major educational services are enumerated, including adult basic education, English as a second language, and community cooperation. The name of the person to contact for adult education in each company is also given. (RS)

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AN INFORMATION SERVICE FOR BUSINESS AND INDUSTRY • EDITED BY THOMAS J. COGAN

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BASIC INFORMATION SOURCES: BUSINESS AND INDUSTRY

Thousands of American adults and out-of-school youth are learning to read or are up-grading their reading skills in occupational training programs in business and industry. Millions more must improve their communications skills in these programs, if the nation's needs for trained manpower are to be met.

As part of the National Right to Read Effort, the National Reading Center (NRC) will work in many ways to help business, industry and other occupational training agencies to expand and develop reading programs for disadvantaged adults. ADULT READING DEVELOPMENT: BUSINESS AND INDUSTRY (ARD/BI) will regularly bring information on this subject to trainers, program planners, administrators, and managers: profiles of successful programs, methods and materials; extracts or digests of important new reports; guides to information sources; and other material we hope will have practical use in improving reading instruction in occupational training for the disadvantaged.

The attached ARD/BI lists some of the basic and generally useful periodicals, guides and information services about occupational training of the disadvantaged. In future, you may depend on us at NRC to scan all these to bring you any intelligence they contain about reading and communication skills, but you will find them useful in all aspects of your work with disadvantaged.

Your help is needed: send us information about your own reading-related programs; send us addresses of other trainers who may benefit from receiving ARD/BI. Address or call: Thomas Cogan, Director for Business and Industry at the NRC address above.

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SOME BASIC INFORMATION SOURCES ON OCCUPATIONAL TRAINING OF DISADVANTAGED ADULTS

The purpose of Adult Reading Development/Business and Industry is to speed awareness of new programs, methods, materials and ideas for improving adult reading skills. As we prepared to initiate this service, we came upon some basic information sources which we think are so useful that you may want to get them regularly yourself.

Our National Reading Center focus (as part of the National Right to Read Effort) is, of course, on activities or reports directly related to the improvement of reading abilities. Reading, however, is usually only one part of broad programs preparing disadvantaged adults for on-the-job or other occupational training. Most of you are probably concerned with the whole range of problems involved in recruiting, counseling and training these new workers.

Although we will bring your attention to some of the major summary reports, ARD/Business and Industry will not be able to cover all developments in this broader field. You may want to know of some of the most basic sources, get them for your company or staff library, or perhaps for your own use. These sources contain information directly related to adult reading skills, regularly or occasionally.

SOME IMPORTANT PERIODICALS

Manpower

We recommend MANPOWER, the inexpensive monthly periodical of the Manpower Administration of the Department of Labor. It covers many new developments in the entire field of occupational training of the disadvantaged. The articles are brief and effective digests of information from comprehensive studies or extensive experience with the problem discussed. MANPOWER contains references to follow-up sources, a monthly column of news and notes, as well as capsule summaries of many other reports. The use of illustrations, graphs and other ways of making information clear is outstanding. Subscriptions are $5.50/year ($7/foreign). Order from: Government Printing Office, Washington, D.C. 20402.

Some articles from recent issues:

TESTING WITHOUT READING (May 1971), an account of the U.S. Training and Employment Service new Nonreading Aptitude Test Battery for use with disadvantaged persons. The purpose is to test the vocational aptitudes of people who do poorly on standard vocational tests because of reading difficulties. Experience has shown that many of these people can, in fact, do good work and learn to read once they have been brought into the job training programs.

PUTTING STEEL IN THE JOBS PROGRAM (Oct. 1971), the experience of U.S. Steel in Chicago and Gary in bringing disadvantaged workers into the plants and keeping them on the job as effective workers. A "steelized" program of basic education works at three levels, below grade 5, 5-8, and high school completion and has reduced the time for this training component from 228 to 160 class hours.

MANPOWER PROGRAMS IN FOUR CITIES (Nov. 1971), digests and summarizes findings from intensive study of training programs in four cities, concluding that despite all problems, "the average enrollee in a training program was substantially and sometimes spectacularly better off in terms of employment stability and earnings . . . ."

ASTD Journal

Training in Business and Industry

The two most widely used journals in the training field, TRAINING AND DEVELOPMENT JOURNAL and TRAINING IN BUSINESS AND INDUSTRY, cover all areas of industrial training, but both in recent years have included articles, typically brief descriptions of actual experiences, in training the disadvantaged. Both are useful in finding materials and packaged courses or devices. TRAINING AND DEVELOPMENT JOURNAL also provides in each issue an abstract section of many reports, many of which are about remedial or entry level training of the disadvantaged.

TRAINING AND DEVELOPMENT JOURNAL. $15/year or free to members of American Society for Training and Development. Subscription Dept., 517 N. Segoe Road, P.O. Box 5307, Madison, Wisc. 53705.

TRAINING IN BUSINESS AND INDUSTRY. $10/year; $15/two years. 33 W. 60th St., New York, N.Y. 10023.

Monthly Labor Review

Another publication, THE MONTHLY LABOR REVIEW, contains: articles in the broad field of industrial relations with persistent attention to policy level issues in manpower development and training of the disadvantaged; monthly statistics on employment, labor turnover, prices; book reviews and notes on new reports. It is produced by the Bureau of Labor Statistics of the Department of Labor, and should prove invaluable, we judge, to those with manpower training responsibilities at the planning or policy level.

Order from: Government Printing Office, Washington, D.C. 20402. $9/year; $11.25/foreign.

In the December 1971 issue:

WORK ATTITUDES OF DISADVANTAGED BLACK MEN. A succinct summary of a research study showing the chief dissatisfactions with work in this group, and how work attitudes differ between those who are employed and the unemployed. In general, the unemployed are more likely to feel: jobs involve too much "bossing," red tape and arbitrary authority; jobs are likely to be uninteresting; "hustling" (quasi-legal income producing) is more interesting or preferable to regular employment.

UNDERUTILIZED MANPOWER IN POVERTY AREAS OF SIX U.S. CITIES. Poverty area unemployed in these six cities are more likely to want jobs than those in the nation as a whole, but, in fact, many are simply not suited to employment. Health problems are a surprisingly important cause of this, but child care, transportation, voluntary retirement and school attendance also loom large.

FINDING INSTRUCTIONAL MATERIALS FOR DISADVANTAGED ADULTS

Training directors know the jungle of advertising blurbs, journal notes, loose leaf services, guides and whatnot that often keep us from finding the exact instructional materials needed for the particular learning task at hand. How, for example, can we find the best, work-oriented reading instructional materials for training disadvantaged workers on-the-job? NRC has not solved that problem, but in assembling the various (myriad) guides and compilations we have come upon three which seem either most immediately useful or most comprehensive.

Lack of Meaningful Evaluation

Will these lead to tested and evaluated materials of known effectiveness? Very seldom. A true research evaluation, holding all other factors constant, to isolate the effects of instructional materials, is a challenging, expensive research assignment. Few instructional materials for disadvantaged adults are widely enough used to merit such investment of money and research talent.

NRC will report in due course on the few lesser efforts at "assessment" of some materials commonly used in adult basic education. These are in the nature of "field tests," making comparisons in roughly similar situations. We think it will be possible in the coming year to collect or initiate some assessments based on the reactions of experienced trainers who have used beginning reading with various disadvantaged audiences.

Meanwhile, here are some instructional materials guide which may be particularly useful.

National Adult Basic Education Materials Index

The most thorough effort to collect instructional materials for disadvantaged adults is in the National Multimedia Center for Adult Basic Education, a project of Montclair State College supported by the U.S. Office of Education. Their effort focusses on materials related to general education, especially: reading; elementary math and science; history, social studies and citizenship; money management and consumerism; etc. Little of this is explicitly occupational in nature, but much of it should be useful in the pre-vocational components of remedial occupational training. Manuals, guides and practical materials for the instructor are included.

The virtues of this system are: extensiveness, some 1,200 items have been analyzed in the first year; exact citations with ordering sources and prices; detailed indexing by subject and level; narrative description; convenient format—monthly set of 5x8 inch cards, with excellent indexes; low cost.

Should you be in Washington, the materials themselves are available for inspection at 1425 K Street, N.W. The Center, however, does not supply copies of the materials; they must be ordered from the producers or publishers. A microfiche copy service may be added to the service at later date.

The cost for this service is $25 for the first 1,200 abstracts and a cumulative index. For an additional $15 you will be placed on the mailing list to receive abstracts 001200-00190. This will bring you seven packets and two supplement indexes ending on June 30, 1972. Order from: National Multimedia Center for ABE, 14 Normal Avenue, Upper Montclair, N.J. 07043. Telephone: (201) 893-4355.

Civil Service Basic Education Catalog

From the Bureau of Training of the Civil Service Commission comes a *Catalog of Basic Education Systems,* with thorough descriptions (citation, description, grade level, feedback procedures, a-v aids, etc.) of materials which have been selected precisely because they are *work related* in these areas: reading (54 items, including most that are in common use), language arts, mathematics, world of work (how to get a job, adjust to job, safety, etc.), consumer education, multi-subject programs.

Detailed index, glossary and introductory commentary on how to select materials appropriate to the learning situation. This seems to us a convenient, selected guide to instructional materials, though under the heading "validation" almost all entries say "not available" Order from Government Printing Office, Washington, D.C. 20402. $1.50.

Abstracts of Instructional Materials in Vocational and Technical Education (AIM)

Though not focussed on out-of-school or on disadvantaged or reading programs, AIM often includes analysis of materials useful in those areas and it is an on-going, comprehensive guide to curriculum materials in all parts of vocational and technical education.

AIM includes fully abstracted and indexed descriptions of materials in: agricultural education, business and office occupations, distributive, health, home economics, industrial arts, trade and industrial education. Many of the documents are available in microfiche and hard copy reproductions. Order this quarterly catalog from: ERIC Clearinghouse on Vocational and Technical Education, 1900 Kenny Road, Columbus, Ohio 43210. $11/year; $18/two years.

THREE MAJOR INFORMATION SERVICES

Our explorations show that most research and development reports on the training of disadvantaged adults come from projects funded by federal sources: Manpower Administration of the Department of Labor; Office of Equal Opportunity; Office of Education; Department of Defense. These reports pass through two major documentation services–Educational Resources Information Center (ERIC) and the National Technical Information Service (NTIS). Published material from periodicals and books is covered in admirable manner by POVERTY AND HUMAN RESOURCES ABSTRACTS.

We will scan these sources to bring you material about *reading* programs, but if you are concerned with the broader aspects of training the disadvantaged, you may want to order them or locate them in your library.

Educational Resources Information Center (ERIC)

About 1,000 documents on all aspects of American education are brought each month into the Educational Resources Information Center (ERIC) and the contents of several hundred journals are annotated and indexed. In addition, the 18 decentralized Clearinghouses of the system produce many useful digests, guides, analytical reviews and other summary products.

Though most of this literature relates to the formal school system, much of great importance to the education and training of disadvantaged adults is sent into the system by the Clearinghouses on Adult Education, Vocational and Technical Education, Urban Disadvantaged and others. Most of the reports may be ordered in microfiche or hard copy reproductions at low cost. In addition, the entire ERIC document collections and supporting catalogs are now found in most education libraries and centers around the nation. Computer search tapes for quick searching of the file are also in operation in a number of these centers, one of which may be located in your area.

The keys to use of the ERIC system are these two catalogs:

RESEARCH IN EDUCATION. Monthly catalog of about 1,000 reports, many of them guides, teaching materials and accounts of new programs and practices (this service is *not* confined to research reports). Citations, abstracts and information for obtaining the document are included. Indexes provide access by author, sponsoring agency, or subject and they cumulate annually. Order from: Government Printing Office, Washington, D.C. 20402. $21/year; foreign/$5.25 additional.

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), is a companion monthly catalog providing the same kind of service (with brief annotations rather than full abstracts) for education-related articles in several hundred periodicals and journals. It also contains the table of contents of each journal issue indexed, which is a very convenient feature and a way to scan regularly the contents of journals in which you are interested. Order from: CCM Information Corporation, 866 Third Avenue, New York, N.Y. 10022. $39/year.

Government Reports Announcement

GOVERNMENT REPORTS ANNOUNCEMENT handles research and development reports from a wide range of government agencies, including OEO, Department of Labor and Department of Defense. It is an extremely useful source of research and experience in manpower programs, Project 100,000 (work with low aptitude military recruits), and other training programs for disadvantaged. Almost without exception, the documents may be ordered in low cost microfiche or hard copy reproductions.

The key to using this system is the semi-monthly catalog, Government Reports Announcement, National Technical Information Service, Springfield, Va. 22151. $30/year.

Experience shows that almost all reports useful in the training of the disadvantaged appear in one section of the catalog. This section can be ordered separately and should be entirely adequate.

Order from: Government Reports Topical Announcement-Behavioral and Social Sciences from National Technical Information Service, Springfield, Va. 22151. $5/year.

Poverty and Human Resources Abstracts

Covering a sweep of current literature about all aspects of anti-poverty measures. POVERTY AND HUMAN RESOURCES ABSTRACTS contains most of the published material on training of the disadvantaged. The abstracts are highly satisfactory; often there is no need to look up the original document. Produced in cooperation with the Institute of Labor and Industrial Relations of the University of Michigan and Wayne State University.

Order from: Sage Publications, 275 S. Beverly Drive, Los Angeles, Calif. 90049. $45/year; $25/year to individual professional subscribers.

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EDUCATION AT POLAROID

COMPANY PROFILE NO. 1

BASIC PREMISE

The Polaroid Corporation is committed to the belief that Adult Basic Education to the seventh grade level is the irreducible minimum skill level for effective job performance. Polaroid further believes that all its employees who wish to do so should be given every assistance in upgrading their skills to the high school equivalency G.E.D. level. To this end, the Education Department offers classes six hours each week, generally on released time, in the following areas:

Major Offerings

- *Adult Basic Education* (ABE) to the seventh grade level, with intensive concentration in reading and related communications skills, mathematics, and social studies.
- *English as a Second Language* (ESL) for employees whose native tongue is other than English, on beginning, intermediate and advanced levels.
- *High School Equivalency* (GED) certificate preparation as tested by the General Educational Development examination.

PURPOSE OF EDUCATIONAL PROGRAMS

The purpose of Polaroid's education program is threefold. For those who lack basic skills, the company seeks to increase their effectiveness as employees. Further, Polaroid attempts, via educational opportunities to see that employees are not prevented from advancing by inadequate academic attainment. On a yet more advanced level, Polaroid offers courses in such fields as chemistry, physics, blueprint reading, algebra and several others in order to prepare individuals for further education outside the company.

Training programs aid the employee in job improvement and upward mobility. Polaroid offers tuition refunds to help employees in gaining degrees from local colleges and universities.

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CLIENTS

All Polaroid employees are eligible to participate in the general courses once they receive permission from their superiors to use released time to attend classes. The English as a Second Language classes are particularly important, as Polaroid has many employees whose native languages are Portugese, Spanish, Greek, Italian and French. In addition, basic education to a seventh grade level enables the individual to function more effectively not only as an employee but also as a citizen, husband and parent.

Released Time

Polaroid has asked supervisors to give employees who need ABE and ESL courses first priority for released time to attend classes. Second priority is given to those who are waiting to enroll in GED classes on released time. Supervisors exercise local option to release people for intermediate level courses offered inside the company. Often, the employee's seniority is the criterion used for selection.

CLASSES

Polaroid's Education Department is prepared to begin fundamental skills classes at all of the company's geographic locations and all of its shifts when there are enough people for a class. Class size is kept small, and organization informal.

- ABE Classes have between 3 and 10 students.
- ESL classes are held for 6 to 14 people.
- GED programs contain 7 to 15 students.

ABE PROGRAM

Curriculum

The ABE program has as its objective to aid employees in developing their fundamental reading, writing, and math skills to a seventh grade level. The curriculum includes all areas of the language arts: reading skills emphasizing comprehension, developing skills in learning how to learn, word attack skills, and vocabulary development. Materials include newspapers (Laubach, News for You), local editions, books, magazines, job manuals and experience stories produced by students. Writing for self-expression and practical application is emphasized. Mathematics, from the concept of a number to fractions, decimals and percentages, is offered.

Placement

Teachers interview and diagnose students skill problems with Northeastern University informal diagnostic procedures. The informal diagnostic determines placement.

Schedule

The classes require six hours per week for a cycle of six weeks which revolves continuously.

ESL PROGRAM

Curriculum

Non-English speaking employees are helped to gain control of the English language. The English as a Second Language curriculum emphasizes: pronunciation, oral comprehension, idioms, relevant vocabulary, language patterns, and writing skills. Cultural concepts (theirs) and knowledge of American culture are developed by a variety of materials.

Materials

Principal texts used are:

Lado English Series 1, 2, 3
Beginning Lessons in English, Dixson
Fisher
English: Your New Language
Bank St. Readers

Placement

Students talk with consultants who analyze their needs and abilities and set goals for progress. The program meets six hours per week for a continuous fifteen week cycle.

GED PROGRAM

Eligibility

Placement

Curriculum

Employees who lack a high school diploma and who also meet certain other requirements may enroll in the GED program. The courses prepare them to pass the Massachusetts high school equivalency exam. Others may take the courses in order to review high school level skills. Each person must have seventh to eighth grade skills in reading. He must be able to add, subtract, multiply and divide whole numbers. The Science Research Associates reading and arithmetic index is used as a measuring device. Students unable to qualify are recommended for preparation in the Pre-GED program. The course uses the Cowles GED program materials, and is scheduled to meet six hours a week for nineteen weeks or four hours a week for twenty-eight weeks.

STAFF

Staff for the educational program is recruited from within the company with the addition of outside consultants. Polaroid employees who have participated in teacher training workshops teach ABE and GED classes on their off-shift hours.

COST

Students in the GED classes and intermediate-level courses buy their textbooks through the Education Dept. at a discount price on payroll deduction. ABE and ESL students are supplied books and materials free of charge.

SUMMARY

Polaroid educational effort is a model for business and industry involvement in adult basic and continuing education. With 9,000 employees, Polaroid qualifies as a large employer, and thus the wide variety of educational offerings becomes easier to implement. Nonetheless, as an effort in training for advancement at all levels, with special emphasis on basic reading skills, the program appears successful.

CONTACT:

Miss Lee Regal, Adult Basic Education Coordinator
A.C. 617 864-6000 Ext. 3119

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ED 068804

JULY 3, 1972

GENERAL ELECTRIC AND PHILADELPHIA ADULT BASIC EDUCATION ACADEMY

Company/Community Profile #1

PILOT EFFORT

What can a major employer do to assist a non-plant based adult education program? A pilot effort in this field has been the cooperation between the General Electric Company's Re-entry and Environmental Systems Division and the Philadelphia Adult Basic Education Academy. Long-term assistance, especially in the area of publicity, appears to have been a profitable experience for both the company and the community.

Through its resources of volunteer tutors, manpower with a wide variety of skills, outside contacts and funds, General Electric's Re-entry and Environmental Systems Division can do much to alleviate functional illiteracy in Philadelphia, especially by assisting the Philadelphia Adult Basic Education Academy (PABEA). Among GE-RESD's principal activities for PABEA have been:

- Printing of the 1969 PABEA annual report.
- Providing public relations counsel and assistance in printed communications, photo processing, setting of goals and fund raising.
- Arranging for PABEA publicity through local press, and arranging for the appearance of PABEA representatives on radio and TV talk shows and news programs. For example, GE-RESD was responsible for the appearance of PABEA representatives on:

  - WPEN-Radio: *Frank Ford Show*
  - WPVI-TV: *Subject:* Education
  - WPVI-TV: *Assignment*
  - WPVI-TV: *Captain Noah Show*
  - WKBS-TV: *Delaware Valley Today*

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GE-RESD aiso:

- Arranged for a front-page story on PABEA in *Focus*, a Delaware Valley business magazine.
- Spotlighted functional illiteracy and PABEA in its plant newspaper.
- Arranged for the Religious Public Relations Council to hear PABEA President Sven Borei outline PABEA's purpose and goals.
- Solicited commitment of key leaders in area Toastmasters organization to prepare a public relations presentation and initiate a Speakers Bureau to inform the public about functional illiteracy, recruit teachers and students, and obtain funds.
- Headed corporate financial solicitations which, including General Electric, netted $5,200 in 1971. This included:
  - Enlisting the cooperation of GE employees who, through their Employee Community Service Fund (ECSF), contributed $2,500.
  - Obtaining the financial support of GE management's ELFUN Society, which contributed $1,000.
- Assisted in the arrangements for and hosted the 1971 Conference on Literacy, in cooperation with the West Philadelphia Corporation who printed the conference brochure. Key speaker was Pennsylvania's Governor Milton J. Shapp.

TUTORING SERVICE

Under President Sven Borei, the Academy has taught several hundred functional illiterates to read in the past four years. Its tutoring service is rendered entirely without charge, and Borei states that there are many hundreds of potential students on PABEA's waiting list who cannot be served due to lack of tutors. Thus, the two areas provided by GE-RESD public relations and funding are the most critically needed.

Company and community agencies have several other areas of interface as well. GE lends administrative support, especially through two of its Division members who serve on PABEA's Board of Directors. Further, RESD has prepared as a public service a monograph on the subject of the role of literacy in strengthening the labor force.

CONTACT

Wayne L. Owens, Public Affairs Director, General Electric Company, 3198 Chestnut Street, Philadelphia, Pa. 19101 (215/823-3893).

GPO 932-933

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APRIL 3, 1972

EDUCATION AT CHRYSLER

Company Profile No. 2

BASIC PREMISE

Chrysler Corporation's involvement in remedial reading is based on two factors. Not only is the ability to read well essential to relating in society, but it is also synonymous with the ability to get an entry level job with upward mobility.

MAJOR OFFERINGS

- *Entry Level Training*—This course of instruction consists of job training for the disadvantaged and includes skills training as well as reading and mathematics. The object is to improve reading skills to a level such that the new employee will be able to function on the job. Accordingly, the needed reading level may vary from the second grade up, depending upon the job requirements.

- *Upgrading Skills of Present Employees*—This program involves further education for present employees so that they may enter apprenticeship programs and other jobs requiring greater reading and math skills. Since these vocations require high level math and reading skills, the course consists of reading programs designed to bring the participant's skills up to defined standards, usually a tenth grade level.

- *High School Equivalency*—Chrysler assists any employee who wants to further his education by preparing for the GED examination.

- *Specially Disadvantaged Workers*—Chrysler is training a group of deaf mutes for industrial jobs. One of the problems here is that there are no standardized signs for industrial and technical words. Considerable research is being done in this area.

- *Certificate Program in Industrial Management*—Advanced reading level preparation is a required course in the communication skills area of the curriculum of the Certificate Program. Inaugurated in October 1971, it is for factory supervisors who have the potential to move up but who are handicapped by poor reading and math skills.

- *Associate Degree in Industrial Management*—Chrysler expects to develop the Certificate Program, with experience and sound instructional standards, to achieve accreditation and grant an Associate Degree in an in-house community college within Chrysler Institute.

PURPOSE OF EDUCATIONAL PROGRAMS

Chrysler Institute attempts to ready long term unemployed for the world of work. For regular employees, the company wishes to help upgrade their skills to make them eligible for better jobs and promotion. All employees are potentially eligible to participate in compensatory education programs. depending upon individual and company needs. For the Certificate program, students are accepted without regard to prior formal education upon nomination by the plant management.

CLASSES

Whether training is conducted on employee time or company time varies. Employees hired under the NAB Program for example are trained on company time whereas those enrolled in the Certificate program attend on their own time.

ENTRY LEVEL PROGRAM

Classes are kept small, usually containing 18 to a maximum of 20 people. Entry level training (Jobs Orientation) utilizes a three part reading program: (1) Reading in High Gear series, (2) SRA Reading Laboratory IIIa, and (3) Dimensions in Reading (Manpower and Natural Resources) kit.

The *Reading in High Gear* series is appropriate for those trainees who are minimally familiar or not at all familiar with the fundamentals of reading and writing.

MATERIALS AND METHODS

The *SRA Reading Laboratory IIIa* is a colorful, well-built instructional reading kit for trainees who have already developed the fundamental skills of reading and writing. It is a system of individualized instruction through which the student may progress at his own rate.

The *Power Builders* component consists of short reading selections followed by comprehension and vocabulary-grammar exercises which broaden the scope and power of the trainees' reading, develops vocabulary and word-study skills, and teaches the reading-thinking skills necessary for effective comprehension and critical evaluation of what is read.

The *Rate Builders* are short reading selections followed by comprehension check items which encourage trainees to increase reading speed while maintaining or improving comprehension.

For both the Power and Rate Builders, each trainee begins at the level at which he currently reads and comprehends with proficiency. This kit can, therefore, be successfully used by heterogenous groupings.

The trainees work alone on the Power and Rate Builders—thereby leaving the instructor free to work with those who can benefit most from her (his) assistance.

The *Listening Skill Builders* are ten progressively more difficult articles which are read aloud to the trainees as a group by the instructor. They are then followed by comprehension check items which are completed by each individual in the group.

The *Dimensions in Reading* (Manpower and Natural Resources) supplementary reading kit is composed of 300 reading selections divided into eight reading levels, each level of which is divided into ten interest areas. Each of the selections is followed by comprehension check questions.

Unique to the Dimensions in Reading (Manpower and Natural Resources) kit is the trainees' ability to choose those selections within his reading level which fall into an area in which he is interested.

TEST RESULTS

The following are statistics from an actual sample of 15 trainees who were in the training unit an average (mean) of 9.1 weeks in 1968 and who used the above described reading program:

Mean entry reading grade level	2.0
Lowest entry reading grade level	1.0
Highest entry reading grade level	3.5
Mean completion reading grade level	2.6
Lowest completion reading grade level	1.3
Highest completion reading grade level	4.2
Mean improvement in reading grade level	.7
Least improvement in reading grade level	.2
Greatest improvement in reading grade level	2.3

CERTIFICATE PROGRAM IN INDUSTRIAL MANAGEMENT

Reading skills is a required course in the Communication Skills area of the curriculum of the Certificate Program in Industrial Management. The objective of the course is to improve the reading skills of these factory supervisors so they can:

- Function better on the job
- Improve their study habits and performance in the Certificate Program
- Enhance their promotability through better performance and increasing their knowledge of industrial management

No one is excluded and the company tries very hard to build from whatever skill level the student presents.

The eleven-week course includes the following topics and offers opportunity for practice where appropriate:

Mechanism of reading
Vocabulary building
Word recognition and meaning
Paragraph recognition including topic sentence, supporting detail, and minor detail
Critical reading
Study skills
Note taking
Adjusting reading ratio

ASSOCIATE DEGREE IN INDUSTRIAL MANAGEMENT

Chrysler Institute began an in-house Certificate Program in Industrial Management in October, 1971, and expects to achieve accreditation and grant an Associate Degree in the field of Industrial Management.

Classes are held in the morning for second and third shift personnel and in the evening for first shift personnel. The company accepts students nominated by plants without regard to prior formal education. They may begin at whatever level they have attained.

This practice has highlighted the need for special approaches and the staff is experimenting with tutorial and special assistance sessions in mathematics. It

appears that some remedial courses will be required and, perhaps, a testing program to identify those who need special help in order to begin the prescribed courses which are conducted on a level approximating that of community colleges.

STAFF Chrysler Institute staff provide much of the remedial education for employees beginning with entry level jobs up through GED and Certificate of Industrial Management. However, Chrysler also uses three community colleges and five universities.

COSTS With the exception of some personal supplies and textbooks most costs of remedial education are handled by the Institute.

The Chrysler - Northwestern High School Reading Program

One of the major projects of the Chrysler–Northwestern High School Cooperative Venture, which began in January 1968, is a Reading Program. The Reading Program was launched in the fall of 1969 upon the request of Northwestern High School. They recognized two factors. First, not only is the ability to read well a key factor in a student's academic success, but it also is practically synonymous with the ability to get a job, to be well informed, to contribute to one's society, and to move with confidence among friends and associates. Second, diagnostic tests indicated that a very large number of Northwestern High School students were deficient in their reading ability; some were as many as three, four, and five years below standard.

The Reading Program is both remedial and developmental. All incoming ninth grade students are exposed to nine weeks of rigorous instruction in reading skills and techniques. Individualized instruction is stressed, and all students are placed at a level where they can succeed and then improve. The regular reading instructor and qualified para-professionals employ reading instruction equipment (tape machines with earphones and instruction books, tachistoscopes, Aud-X, etc.) and appropriate reading materials.

While the main thrust of the Reading Program is directed at the ninth grade students, instruction also is given to a considerable number of upper classmen who request it themselves. In addition, reading instruction has been offered, on an after-hours basis, to elementary grade students enrolled in the Northwestern feeder schools.

The results have been quite gratifying. The participating students have shown an average improvement in reading ability more than two times greater than that of the normal student over a year's period.

The reading program is run entirely by Northwestern High School. Chrysler Corporation assists in providing funds, unavailable in the school's regular operating budget, for the purchase of equipment and materials and the payment of salaries to student tutorial assistants.

SUMMARY Chrysler has made a major commitment to both its own employees and selected populations in the plant community. The wide variety of courses and assistance available makes it possible for almost any employee to improve basic reading skills. In many respects, Chrysler can serve as a model for the industrial community.

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